Middlesex University

LILAC 2012 – 10-13 April

"Embedding information literacy skills as employability attributes"

Serengul Smith and Adam Edwards

“Embedding information literacy skills as employability attributes”

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- Principal Lecturer
- Programme Leader
- Learning and Teaching Strategy Leader
- Engineering and Information Sciences

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- Liaison Manager
- Engineering and Information Sciences
- Learning Resources

“Embedding information literacy skills as employability attributes”

The Beginning

- A need for academic and professional development amongst our students
- Many students more interested in what will happen after university (jobs) than what is happening at university (academic work)

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Anecdotal evidence

- Weak consultation and collaboration between academics and the Library (LR)
- LR academic and professional development activities carried out during the first six weeks of the term

  —not enough continuity
- LR activities overlapped or repeated or were missed within a programme
- Some students saw no clear link to a module’s assessed work

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Coming together

- Through discussions it became clear embedding employability was an effective way to engage students
- CBI* employability guidelines were mapped onto modules in the EIS programmes
- Many of the skills were already being developed in an academic context

** Confederation of British Industry*

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Embedding skills

- The integration has been carried out at a programme level
  - to avoid any overlap between modules of a programme
  - to ensure all students receive consistent standards of academic and professional development

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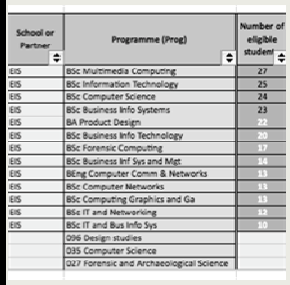
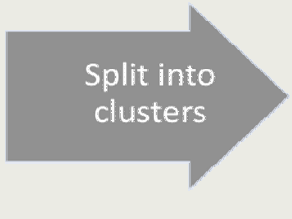
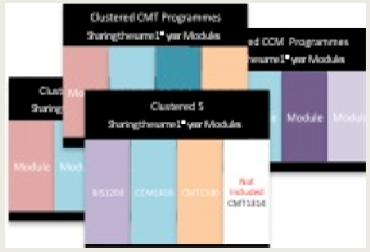
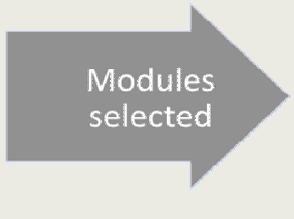
Steps of Employability Integration Process

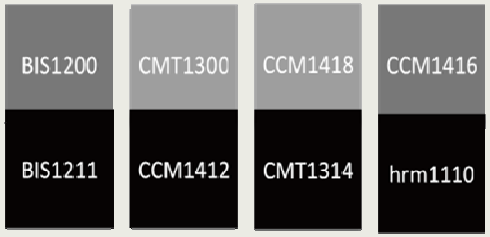


School or Partner	Programme (Prog)	Number of eligible student
EIS	BSc Multimedia Computing	27
EIS	BSc Information Technology	25
EIS	BSc Computer Science	24
EIS	BSc Business Info Systems	23
EIS	BA Product Design	22
EIS	BSc Business Info Technology	20
EIS	BSc Forensic Computing	17
EIS	BSc Business Inf Sys and Mgt	14
EIS	BEng Computer Comm & Networks	13
EIS	BSc Computer Networks	13
EIS	BSc Computing Graphics and Ga	13
EIS	BSc IT and Networking	12
EIS	BSc IT and Bus Info Sys	10
	Q96 Design studies	
	Q35 Computer Science	
	Q27 Forensic and Archaeological Science	









EIS Programmes

7 Programme Clusters formed

8 Modules selected

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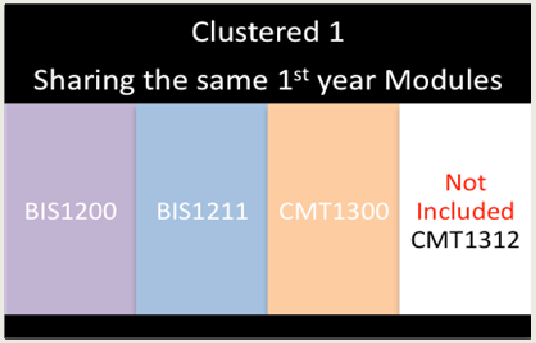
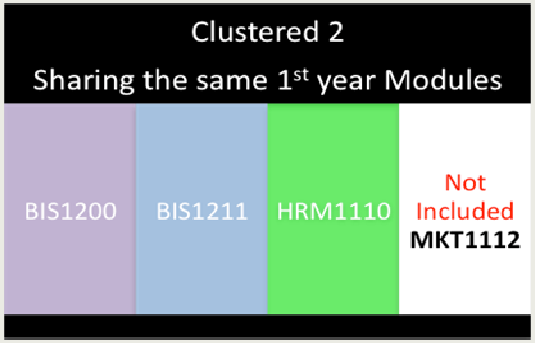
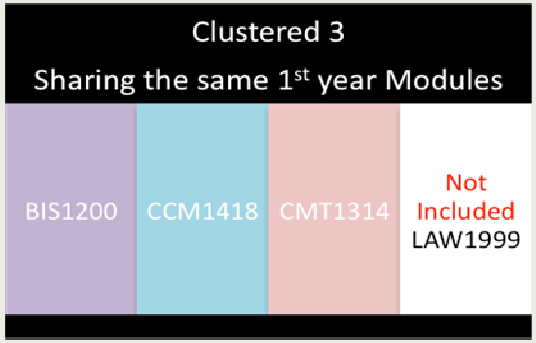
Clustered Programmes and Modules



1. Business Information Systems
2. Business Information Technology
3. Information Technology & Business Information Systems



1. Business Information Systems & Management



1. Forensic Computing

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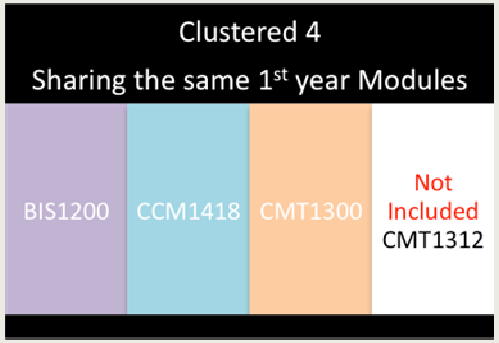
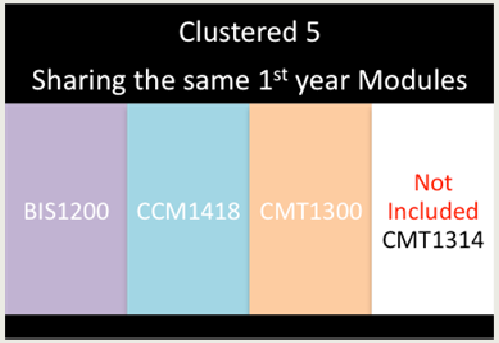
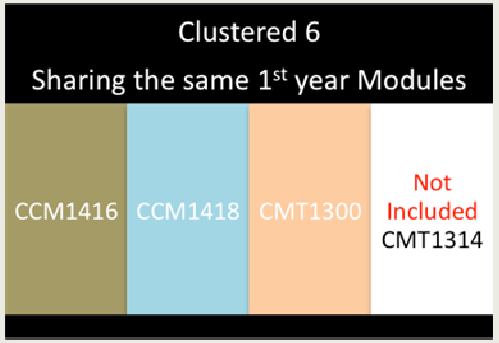
Clustered Programmes and Modules



1. Interactive Systems Design
2. Information Technology
3. Multimedia Computing



1. Computing Graphics and Games
2. Internet Application Development
3. Computer Science



1. Information Technology and Networking

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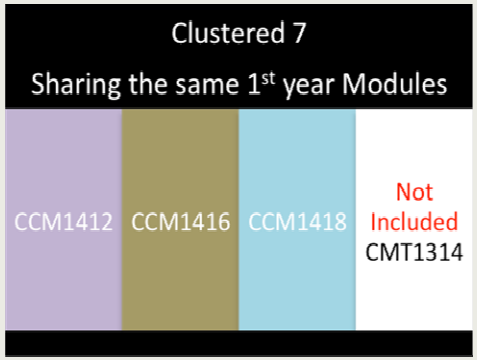
Clustered Programmes and Modules



1. Computer Communications and Networks
2. Network Management & Security
3. Computer Networks

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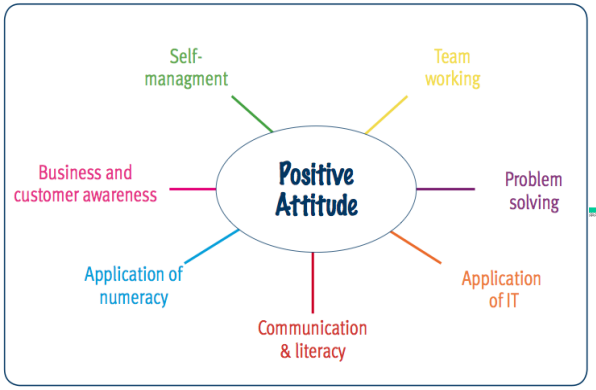
CBI employability guidelines



Mapping carried out by LR

Library sessions		
Introduction: What is Learning Resources? Thinking about resources Understanding reading lists Evaluation Problem solving	Plagiarism Search strategy Communication and literacy	Searching resources Application of IT

Mapping carried out by LDU*

LDU sessions					
Academic writing Communication and literacy	Academic reading Communication and literacy	Reflective writing Communication and literacy	Presentations Self-management	Language Communication and literacy	Team/Group work Self-management Team working

* Learner Development Unit

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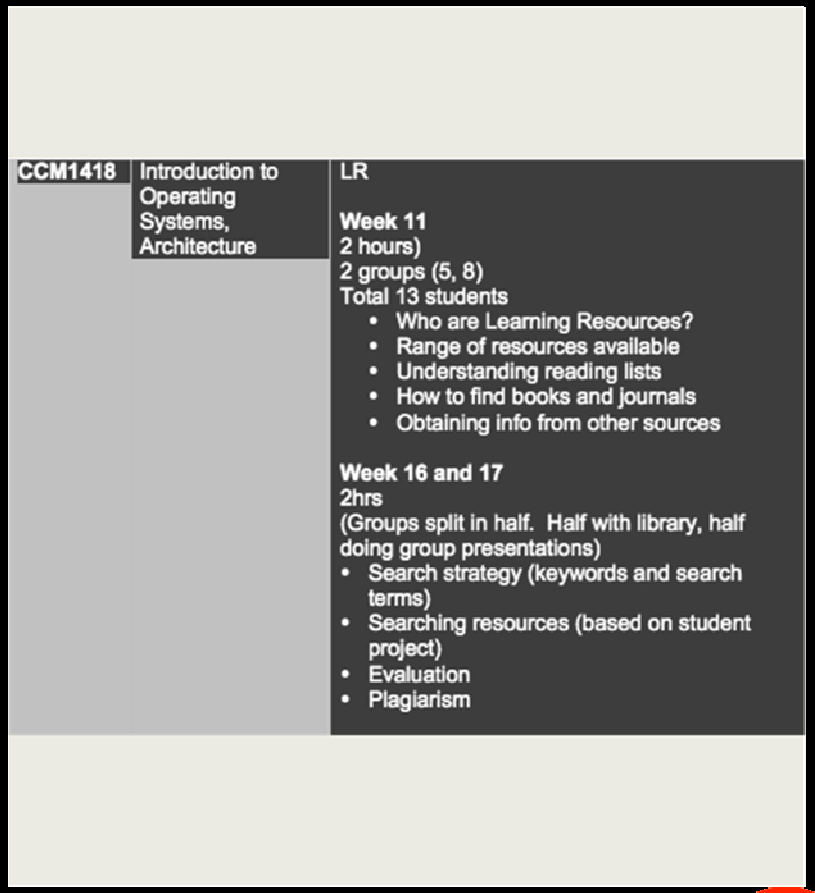
- Collaboration Between LR and EIS

Module leaders identified relevant and appropriate

- Lab and seminar activities
- Assessed work

to carry out seamless integration



CCM1418	Introduction to Operating Systems, Architecture	LR **Week 11** 2 hours) 2 groups (5, 8) Total 13 students • Who are Learning Resources? • Range of resources available • Understanding reading lists • How to find books and journals • Obtaining info from other sources **Week 16 and 17** 2hrs (Groups split in half. Half with library, half doing group presentations) • Search strategy (keywords and search terms) • Searching resources (based on student project) • Evaluation • Plagiarism

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Bigger Picture

CCM1418	Introduction to Operating Systems, Architecture	LR **Week 11** 2 hours 3 groups (17,19,13) Total 49 students • Who are Learning Resources? • Range of resources available • Understanding reading lists • How to find books and journals • Obtaining info from other sources **Week 16 and 17** 2hrs (Groups split in half. Half with library, half doing group presentations) • Search strategy (keywords and search terms) • Searching resources (based on student project) • Evaluation • Plagiarism	LDU **Week 7 (2hrs):** • Introduce Maths, Stats and Numeracy support as part of the LDU. • Implement a Maths diagnostic covering: powers, roots, algebraic manipulation and modulo arithmetic (this will be accessed in Oasisplus). • Introduce Mangahigh as a Maths learning development tool. **Week 12 (2hrs):** • Binary and 2's complement (with slightly more challenging tasks, accessed on computer.) **Week 13 (?hrs):** • Oversee lass test 6 – Maths. **Week 18 (2 hrs):** • Hexadecimal exercises (slightly more challenging tasks, accessed on computer.) **Week 19 (?hrs):** • Oversee lass test 8 – Maths. **Week 21 (2 hrs):** • Digital logic activities. **Week 22 (1 hr):** • Summary of Maths knowledge gained. **NOTE:** Any students who have failed to attend or pass the maths part of the class tests will be identified in week 22 and additional assessment carried out. **Week 23 (?hrs):** • Oversee lass test 10 – Maths. Opportunity for student feedback.

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More fine grained approach to programme design and development

- Integration at programme and module level
- Spiral development of knowledge, skills and experience via LR/LDU academic and professional growth

So why is this better for librarians?

- Management
- Methods
- Marks

Management

- Part of School plan
- Time needed planned
- Shared ownership
- Matrix structure
- Menu

Methods

- Presentation
- Problem based
- Interactive
- Less is more

Examples

- Thinking about resources
- Keywords
- The real thing
- Hands on try it out
  - 1st years = Summon
  - 3rd years = Summon plus other databases
  - PG = Summon, databases, plus citation searching
- Evaluation

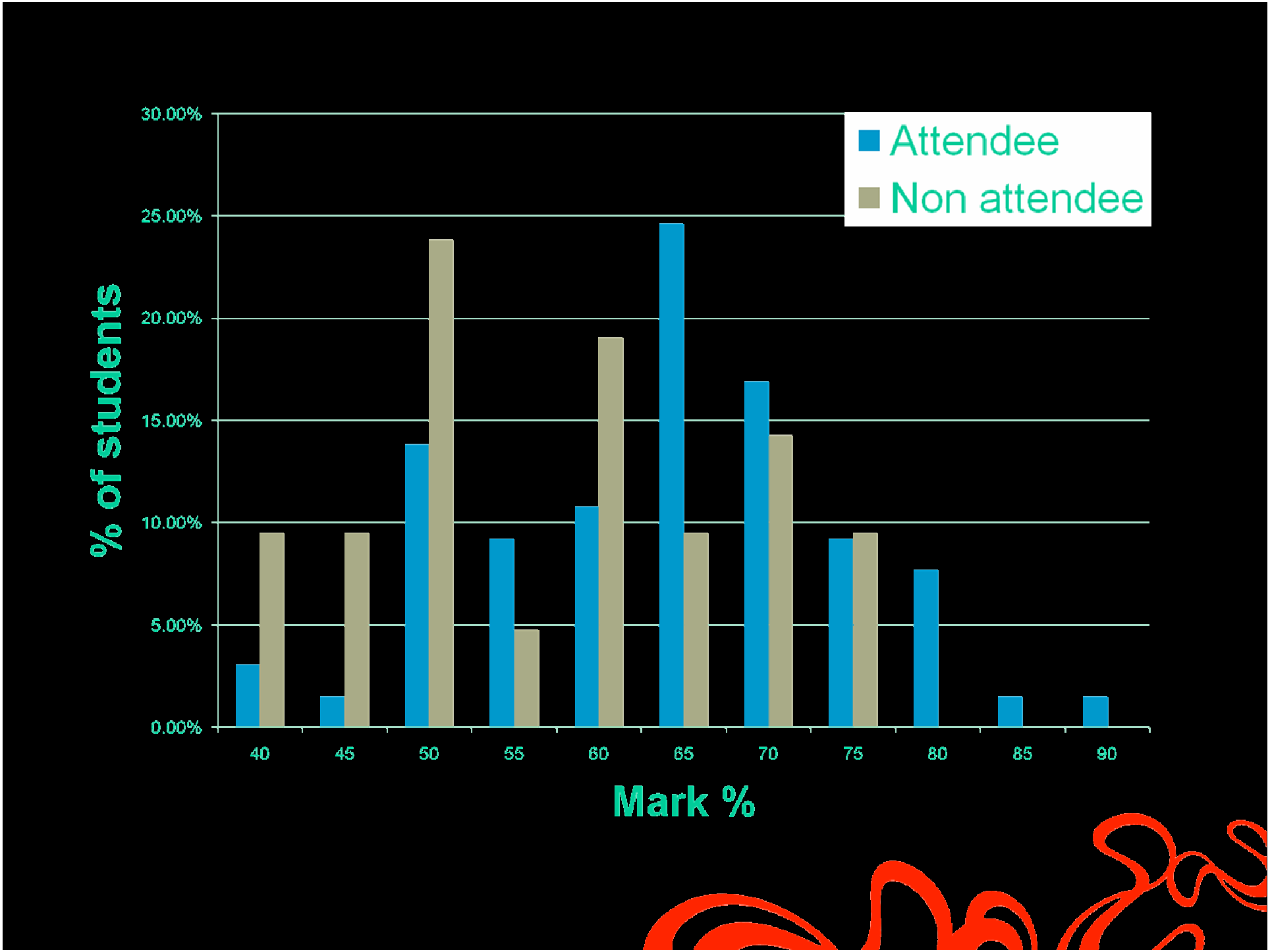
What do you see in the picture?

http://www.flickr.com/photos/rossjamesparker/89414788/

Results

- Survey of CCM2426 students
- 66 attendees, 22 non-attendees

Marks	Attendees	Non-attendees
Commonest mark	**65%**	**50%**
Highest mark	90%	75%
Lowest mark	40%	40%
Bibliography commonest mark	**7/10**	**5/10**


30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
% of students
Attendee
Non attendee
40
45
50
55
60
65
70
75
80
85
90
Mark %

What they used and why

Search tools used	Attendees	Non-attendees
Google	68%	63%
Wikipedia	38%	27%
Summon	**68%**	40%
Library catalogue	30%	**59%**

Evaluation criteria	Attendees	Non-attendees
Current	89%	59%
Relevant	76%	59%
Academic authority	**67%**	41%
Easy to read	24%	**45%**

Taking it forward

- Good students
- This time next year
- Non-attendance
- More research

"I don't think library training is relevant...expect to have a real lesson"

Conclusions

- Fab management framework
- Changes have worked
- Teaching is more fun
- Impact
- But we can now say...

...Library training gets you better marks!

Any questions?

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